



## **POLICY FOR Additional Support (SPECIAL EDUCATIONAL NEEDS)**

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<b>Review Schedule:</b>	<b>1 year (to revert to 2 years from 2017)</b>
<b>Next review Date:</b>	<b>Autumn 2019</b>
<b>Responsibility:</b>	<b>Teaching and Learning</b>
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## **POLICY FOR Additional SUPPORT (SPECIAL EDUCATIONAL NEEDS)**

### **1. Principles & Objectives**

The aim of the Additional Support Department is to respond to pupils diverse learning needs and to integrate students with special educational needs into the mainstream environment wherever appropriate. Clyst Vale Community College is an inclusive school and will support students through Wave 1, 2 and 3 interventions, allowing students to make academic and social and emotional progress and achieve their full potential.

Teaching and learning at CVCC must take into account a wide range of SEN including:

- Specific learning difficulties;
- Medical needs;
- Sensory and physical learning difficulties;
- Communication difficulties;
- Social and emotional needs.

This policy is supported by a range of statutory guidance including the SEN Code of Practice (2014) the SEN and Disability Act, Accessible Schools, Disability Discrimination Act, Children and Families Act (2014) and the Equalities Act (2010).

#### **Objectives:**

- To ensure the Children's and Families Bill (including the new SEN code of practice 2014) and relevant Codes of Practice and guidance are implemented effectively across the School.
- To ensure equality of opportunity for students with special educational needs.
- To continually monitor the academic and social progress of all pupils, to ensure early identification of any special educational need, and to provide a graduated response to need through the Assess, Plan, Do, Review framework.
- To provide access to a broad and balanced curriculum with differentiated learning opportunities through appropriate planning by class teachers, the SENCO, and Additional Support Staff as appropriate to ensure barriers to learning are removed.
- To equip children in the basic skills of literacy, numeracy and social independence in order to meet the demands of further education, career and life skills.
- To involve parents/carers regularly in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

### **2. Practise.**

Staff at Clyst Vale Community College recognise:

- The responsibility mainstream teachers have in making provision for SEND pupils within lessons, and keeping the SENCo informed about progress/concerns about students who have SEND within their teaching groups.
- The requirement to access and respond to information about students with SEND (e.g Pupil Passport booklet, Learning Profiles and SiS).
- What constitutes Quality First Teaching and how to share concerns when students do not make progress when this is effectively being delivered.

Additional Support teachers and Teaching Assistants provide support for the mainstream subject teachers, offering them the following:

- a) Individual and/or shared help to the students with special needs within the classroom;
- b) Help with adapting/differentiating the resources available to a suitable level for the student(s) with special needs;
- c) Withdrawing students for pre-arranged and targeted individual or group interventions.

The Additional Support Department provides advice to other curriculum areas on resources available for those with special needs so that existing resources in subject areas can be differentiated to enable access to the curriculum. Similarly liaison takes place with both the Heads of School and tutors to promote the communication/sharing of information regarding individual students.

### **3. Co-ordination**

The Additional Support Department comprises of Learning Support, Skills Room and a Hearing Support Centre which provides for H.I. students from East Devon. The Deputy Principal with responsibility for Pastoral needs is Head of Additional Support and reports to the Principal.

The SENCo is Head of the Additional Needs team and reports to the Deputy Principal.

The Skills Room Manager organises the Skills Room interventions, liaises with the SENCo and reports to the Deputy Principal.

The Specialist Teacher of the Deaf leads the work of the HSC, liaises with the SENCo and reports to the Deputy Principal.

### **4. Arrangements for Co-ordination**

- i. Regular fortnightly meetings of the Additional Support Team.
- ii. Planning and delivery of individual and group support and intervention timetable in liaison with Heads of School, Subject Heads, subject teachers and parents.
- iii. Attendance of members of Additional Support Team at Subject Department Meetings if required.
- iv. Attendance of SENCo at Heads of Subject, Multi-Agency meeting and SAIF where required.
- v. Morning staff briefings – whole staff and SLT
- vi. Weekly staff bulletin and Student Information Sheet (SIS)
- vii. SENCo meets fortnightly with Deputy Principal.

- viii. Fortnightly Panel meeting attended by Deputy Head, SENCo, Head of HSC and Skills Room Manager.

## **5. Admission Arrangements**

Criteria for admissions are set out by the Local Authority which manages all student admissions. Specific contacts are made if a student involved in an application for admission is already the subject of a statement of S.E.N/EHC Plan in order to ensure effective transitions between schools through planning and collaboration amongst the professionals involved.

## **6. Facilities & Equipment**

In Additional Needs there are several classrooms and smaller rooms for full classes, individual or small group work. A conservatory acts as a 'safe haven' for vulnerable students at break and lunchtime. Regular use is made of the IT rooms/laptop banks and there are computers available in the larger 2 classrooms. In addition there are some laptops available for individual student use.

There is a purpose built Hearing Support Centre with 2 classrooms, access to computers and an office.

The Skills Room is a dedicated area where students can work under supervision in small groups or 1:1. There is access to computers and an office area.

All Additional Support areas are accessible to people with disabilities and there are toilet facilities for disabled users nearby. There is a purpose built room with a hoist/toilet/shower/plinth for use with students who need a high level of support with personal and intimate care and/or moving and handling.

## **7. Allocation of Resources**

Funding from the L.A/EFA is received to support children with special needs in the form of Element 2 (formula funded) and Element 3 High Needs Block Funding. These funds are used for staffing, equipment, resources and buying in specialist input/training for students and staff. Use of SEN/EHC Plan Element 3 funding for students with a statement of SEN/EHCP is discussed with parents/carers at the annual review.

## **7 Access to the curriculum**

Our objective is to give students on the SEN Register access to all areas of the curriculum unless it is considered, in consultation with parents, staff and other professionals, to be inappropriate for their needs.

## **8. Integration Arrangements**

The majority of students are fully integrated in the mainstream settings, with in class support and/or withdrawal sessions being implemented where appropriate. There are some exceptions where a student requires a reduced timetable and this is done on an

individual basis. This arrangement most often applies to students with medical needs but also to students on a Supported Return To School Programmes.

## **9. Monitoring and Evaluation of Additional Support**

The Additional Needs Department

This is done through:

- Annual SEN Audit
- Additional SEN Healthcheck every 2 years
- Additional Support Team Improvement Plan
- Additional Support SEF
- IEPs and IEP/annual reviews for students with a statement of SEN
- Fortnightly Additional Support Panel meetings
- Termly Analysis of SISRA data
- Half Termly analysis of intervention data.

## **10. Arrangements for dealing with complaints**

These are contained within a separate policy document based on procedures set out by the LA.

## **11. Staff Training**

- Staff training by relevant agency for specific needs/medical conditions
- Additional Support programmes for Training Days
- Defined INSET priorities funded from school budget
- Internal and external training in conjunction with outside agencies

## **12. Use of Outside Agencies / Facilities**

As an academy school, we access a range of outside agencies including:

- Educational Psychologist
- LA Adviser for Special Needs
- Hearing / Visually Impaired LA support staff
- Traveller Education Service
- Physiotherapy
- Occupational Therapy Service
- Communication and Interaction Advisory Teacher Service
- SEN IT Advisory Teacher Service
- EAL Advisory Teacher Service
- Dyslexia Network Group
- School Nurse
- Counsellors
- Careers South West
- Physical Difficulties Advisory Teacher Service
- PSA
- Community Police
- Schools Company Speech and Language Therapy Service
- CAMHS

Packages of support can be commissioned from Babcock Support Services in addition to statutory provision from the LA.

### **13. Parents' Role**

Appointments can be made on request to the SENCo. We encourage parents to work at home with their children and we will offer advice and materials to support this. In some cases, we ask parents to keep in touch on a regular basis either through meetings , phone calls or emails.

### **14. Links with other schools and transition between schools**

The SENCO works with the Transition Co-ordinator to carry out primary liaison, visiting schools and primary school SENCos as necessary to ensure effective transition from Key Stage 2 to Key Stage 3. The SENCo attends all Annual Reviews for Students in Year 5 and 6 who will transition to Clyst Vale Community College.

### **15. Links with health and social services and voluntary organisations**

Additional Support staff have regular contact with Health and Social Services if this is relevant to individual students, with the consent of parents and carers.